

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 13, 2020, San Benito County, under the Public Health guidance, was put on "shelter in place" due to the Corona Virus. Immediately students were affected because they rely on school for academics, social, emotional, and nutritional needs. Families were affected financially with not being able to work and not being able to run their businesses.

By March 23, 2020, the North County Joint Union School District had transitioned to 100% distance learning for their 750 students. Teachers had the added responsibility of moving to online teaching from their homes and creating weekly work packets for pick up. Families were not prepared for Distance Learning due to the fact that this required technology and internet services in each and every home. Families also rely on both breakfast and lunch for their children on a daily basis. Families did not have childcare available to them and were not able to work which was an added stress. Distance learning continued through June 3, 2020 when the school year ended.

Since the school closure of the North County Joint Union School District, the staff has had the additional responsibilities of meeting the social, emotional, and academic needs of all families. The District has had to work to provide reliable internet services, technology devices for all students, meals for pick up, online teaching platforms, professional development for staff, and mental health services. Additionally, the District has had to put in place disinfecting protocols, secure personal protective equipment for all staff and students, signage for social distancing, determine how to meet the IEP goals for Special Education students, and plan for designated ELD time for English Learners. All of this had been put together to be up and running by August 2020 for the start of the 2020-2021 school year. The District worked to get teachers trained on an online platform, create a hybrid schedule to follow the social distance protocols, survey parents, and purchase the necessary technology to be placed in the homes of all children and staff who would also be working from home.

On July 17, 2020 the North County Joint Union School District was forced to pivot to total Distance Learning to start the school year. Staff had to shift gears to full online daily instruction and determine what students' would need at home for learning. Support staff has had to provide devices to all families and instruct them on the basics of online learning. Food services had to create a plan to distribute breakfast and lunches to families. Administration had to create new classes and plan for support with technology to families and staff. During this

time, parents had to change work plans and childcare needs because students would now be learning from home daily. All of this was accomplished by the first day of school on August 13, 2020. The District and its school community continues to work on ways to support all families during the Distance Learning.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

As part of the Local Control Accountability Plan (LCAP) for the 2020-2021 school year, the North County Joint Union School District surveyed the stakeholder groups to revise the LCAP plan based on the needs of the students with an emphasis on English Learners, Foster Youth and Low Income families. Stakeholders who provided input included the English Learner Advisory Committee at their February 2020 meeting, the Parent Advisory Committee (PAC-Migrant parents) at their January 2020 meeting, certificated and classified staff members, and School Site Council members at their January 2020. This input was in preparation for the development of the 2020-2021 LCAP. When the District went into school closure, surveys went out via email in English and Spanish to all families. Families were encouraged to provide feedback in preparation of meeting the needs of all families.

The surveys included the following:

April 21-May 1, 2020: Survey sent to all families with the following topics: Chromebook loan, internet needs, participation online with teachers, meal pick up, summer school, and parent needs. The District received 215 family responses.

May 19-May 26, 2020: A second survey was sent out to all families in preparation for the 2020-2021 school year with the following topics: technology needs for home, level of online service received, social and emotional effects at home, preference for 2020-2021 school year, what could the District do better, and what support do families need. 216 families responded in both English and Spanish.

Additionally teachers and support staff reached out to families via phone calls and emails beginning on March 16, 2020 to find out their needs and documented the responses. School Office staff fielded calls daily and provided technology support from March 16-June 3, 2020.

Administration, Board Members, and staff (from a survey) had to prioritize the needs of the District and make financial decisions based on the proposed budget cuts to the District. The budget cuts and proposed budget adoption plan was presented at the Board of Trustee meetings twice in June with the budget adoption at the June 25, 2020 Board of Trustee meeting.

The District also created a Reopen Task Force in May 2020. It was opened to certificated staff at the first meeting and then to all staff at the second meeting. A survey was also sent to staff to provide feedback. The Reopen Task Force created a plan that included two options for

families: ROAR (Rigorous Ongoing Academic Remote learning) which would provide a full distance learning, long term independent study program for families and a hybrid program. The hybrid program would provide for all students to attend on campus learning for three hours in the morning or afternoon with disinfecting in between. Hybrid students would also require remote, asynchronous learning for up to 2 hours when not on campus. A survey was sent out to all families in early June to receive feedback. The plan was put together and included a meal plan, social distancing guidelines, disinfecting, and online learning plan. The plan was formatted, translated, a video created and shared prior to sending out the hybrid and ROAR plan to all families. Families submitted their plan option by July 10th so that the District could create classes and place staff. The plan was also shared at the School Board meeting at the end of June.

The District and the teachers' union NCTA met in March to create and agree upon teacher expectations during the school closure in March 2020.

Then, the District and NCTA met in June to create a new MOU to support the hybrid and ROAR program.

Finally, the District and NCTA met in July and August to draft a third MOU to support the total school closure and Distance Learning requirements due to San Benito County being on the watch list for COVID.

The Board of Trustees met in June, July, and August to discuss and approve the ever changing school plan for the 2020-2021.

When school began online, all teachers contacted their families to discuss family needs and concerns. Each family was asked the following questions. What type of internet access to you have? Who will be monitoring your child during distance learning, and what are your concerns and needs. Classified staff assisted in reaching the Spanish speaking parents. This information was all documented and shared with administration through class Google documents.

[A description of the options provided for remote participation in public meetings and public hearings.]

Since the school closure in March 2020, large public gatherings have not been permitted. All information has been shared via parent emails and phone numbers. All meetings were conducted via Google Meets, ZOOM, and when possible with social distancing in a large facility.

All information was shared through parent emails and the District website.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback provided on the surveys was as follows: (English and Spanish)

LCAP feedback from stakeholders prior to COVID (Jan-Feb 2020) included the following as priorities:

Math intervention, math support teacher, one to one Chromebooks, extended day intervention (tutoring), enrichment, supplemental materials, English Learner support

The surveys during COVID from stakeholders were as follows: (215 family responses)

Borrowed a school Chromebook 164 76%

Picked up weekly packets 193 89%

Used Google Classroom 4th-8th grade 148 72%

Picked up meals 109 51%

Received emails, calls from school 212 98%

Wanted Summer School 110 51%

Felt prepared for distance learning 135 62%

Had no wifi access at home 4%

Families expressed concerns with internet reliability, social emotional needs, hot spot needs, devices, tutoring.

Survey from June 2020 (277 responses)

Families who would like school to be open in August 249 90%

Families who would want an online option 26 9%

Survey from July 2020 (216 responses)

Families who would like to send students to school even though on the watch list 117 54%

Families who would like to stay online until off the watch list 78% 36%

Families who had already signed up for the ROAR program 21 9%

Families that do not have email access for the surveys were asked questions through phone calls by teachers and school office staff. The biggest needs were internet access, meals, devices, and academic support for students.

Staff has expressed the need for the following:

technology to teach from home- additional Chromebook, larger monitors, document cameras that connect directly to the Chromebook, professional development and technology support with Google Classroom and engagement apps, digital lessons that link to Google Classroom, additional time to prepare and plan, ROAR teachers for long term independent learning, disinfecting protocols followed, PPE supplied, Spanish translation to reach all families, support with materials and small group instruction for students of low income homes, additional support for English Learners and students with disabilities.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder feedback was consistent across the board with both the LCAP feedback and the COVID shut down. The Learning Continuity and Attendance Plan includes the needs of the families. The priorities addressed in the Learning Continuity and Attendance Plan align with the needs of the stakeholder groups.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The North County Joint Union School District is committed to providing in person instruction as soon as San Benito County is permitted to open schools. The District has created a hybrid on campus plan that has been presented to all families. All students are already placed in a hybrid class in preparation for the reopening. When students return to campus the plan will be as follows:

All students are placed in an AM or PM class. AM classes run from 8:00-11:00 a.m. with an emphasis on English Language Arts and Math instruction. Students who are English Learners will receive designated ELD instruction. Students will also receive a 10-15 minute recess break with physical education instruction in 4th-8th grade. Students will receive a healthy snack upon arrival and a school lunch upon dismissal. Bus transportation will be provide before and after school. When students go home, they will have 1-2 hours of online asynchronous instruction through a learning platform online. PM classes will run from 12:00-3:00 pm with the same academic instruction. Students will be provided a school lunch at 12:00 PM. Students in the PM classes will be provided 1-2 hours of online asynchronous instruction before school each morning.

All classrooms and common areas will be disinfected between sessions 11:00-11:45 daily by teams of two. All surfaces and high touch areas will be disinfected by the team. All classrooms will be equipped with a hand sanitizer device at the door. All classrooms have a sink with soap and paper towels. All classrooms are also equipped with a cleaning substance, googles, gloves, directions, and microfiber cleaning cloth. All staff will be trained in using the disinfecting materials. All bathrooms will be disinfected hourly during the day and all classrooms will be disinfected again at the end of each day. Social distancing signage is in place around the campus and in each room. Face coverings are required when social distancing at least 6 feet apart is not possible. Plexiglass stands will be used for special education testing and ELPAC testing as an additional barrier between the adult and the student. Plexiglass barriers will also be in place in the cafeteria and the school office. Hand sanitizing stations are placed in 5 prominent locations outside of the rooms. Parents and visitors will not be on campus unless absolutely necessary. All visitors and parents who must enter the school campus are to report to the school office, must sign in, and have their no touch temperature read and recorded. All students will enter the campus through three points of entry. Each point of entry will have a staff member present to take the no touch temperature. All students will then hand sanitize upon entering campus. All staff members will enter through two points of entry and will hand sanitize when they enter. All staff will participate in a passive screening. Administration will take a no touch temperature on any staff who may appear to have COVID like symptoms. The District will follow the Reopen San Benito County guidelines. The guidelines were provided to all staff members.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Action 1: The District will provide personal protection equipment for all staff and students to ensure a healthy and safe work and learning environment. The District will follow the protocols recommended by the California Department of Education, the California Department of Public Health, the San Benito Public Health Department, and the San Benito County Office of Education. Providing PPE will increase services and ensure safety of students and staff.</p>	66,000	No
<p>Action 2: The District will work with the custodial staff to ensure training is provided and followed for sanitizing and disinfecting before, during, and after school. The custodial staff will follow a check list and will document disinfecting daily. Additional staff will be hired to support the disinfecting.</p>	4,700	No
<p>Action 3: The District and staff will implement the hybrid learning plan with 4 days of in person instruction, and one day of asynchronous instruction. Students who are in need of additional academic support (English Learners, Low Income, and students with disabilities) will be provided additional small group instruction.</p>	21,721	Yes
<p>Action 4: The District and Food Services will provide healthy snacks and a lunch meal to all students during the hybrid instruction.</p>	9,400	Yes
<p>Action 5: Administration and teachers will administer the i-Ready diagnostic in both math and reading. Students will be provided lessons to support their academic growth. Students who are low performing or are English Learners will be provided interventions to meet their academic needs. i-Ready will meet the learning loss students felt during the school closure beginning in March.</p>	23,600	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The North County Joint Union School District has developed two learning models to support families with the re-open plan for the 2020-2021 school year.

Plan 1: AM/PM Hybrid- This plan includes 4 days of on campus instruction for all students. The AM session runs from 8:00-11:00 a.m. and the PM session runs from 12:00-3:00 p.m. Each session includes direct instruction in ELA and Math, PE, snack/lunch pick up and designated ELD instruction for English Learners. Each session also provides 1-2 hours of asynchronous learning at home in ELA, math, science, and social studies. All students will work asynchronously each Friday with instruction and lessons provided in their Google Classroom. Teachers will meet in their Professional Learning Communities to plan, review student data and prepare for the coming week. (This plan will go into effect once schools in San Benito County are permitted to have on campus learning.)

Plan 2: ROAR (Rigorous Ongoing Academic Remote learning) is a long term independent study program with a ROAR teacher. This plan allows students to stay home for the entire semester/year and work remotely. (This plan is currently in place as of August 13, 2020.)

The purpose of the two plans is to allow families to select the plan that works best for them based on their family circumstances. These plans also allow for some flexibility with the changing COVID-19 guidelines.

Under the guidance of Governor Newsom, all schools in San Benito County are 100% remote due to placement on the watch list. Schools in San Benito County will open and continue with 100% distance learning until San Benito County is moved to Tier 2. Moving to tier 2 is based on the number of active cases over a 3 week period.

With distance learning, students work virtually and follow a daily schedule. Teachers all use Google Classroom as their hub for lessons, assignments, and communication. Teachers all teach through Google Meets or Zoom from 8:15-2:15 p.m. for TK-3rd grade and 8:15-3:00 p.m. for 4th-8th grade. All grade levels teach ELA and math in both whole class and small groups. Students are also assigned asynchronous assignments throughout the day. All students are offered live office hours to receive additional support. Students who are English Learner or are students with disabilities receive additional instruction during the day. All students in 4th-8th grade receive four days of live PE as well.

Students are graded based on mastery of standards, and attendance is taken in both their morning and afternoon classes.

Students with learning loss, English Learners, and low income students will be offered after school tutoring for up to 3 days per week.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students have access to Chromebooks. Prior to the start of the school year, families were surveyed to determine their device needs as well as their internet needs. Before school started on August 13th, all families were able to check out a Chromebook for each student. Families were also able to check out a hotspot to use at home. The District has 360 new Chromebooks on order to replace ones that are 5 years old.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Pupil participation is required daily with both online instruction as well as asynchronous assignments. Each grade level has devised a daily schedule for the students. The schedules exceed the minimum number of minutes required by the California Department of Education during distance learning.

All students will receive grades based on assessments of both online classwork as well as assessments. The assessments will include: formative tests in ELA and math, quizzes, exit tickets, writing assessments, one to one teacher assessments, and projects. All students will take the i-Ready diagnostic assessments in August, December, and March/April. The results will be shared with students and parents. Grades will be posted and report cards will be provided in January and June.

Daily attendance is taken in the first period class and again in the afternoon class. Students who are marked absent receive a phone call from the school office daily. Teachers and administration contact parents when a student misses 3 class periods. The information is documented. Student participation is also documented based on lessons completed and submitted in their Google Classroom.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All teachers at Spring Grove School have the necessary technology to teach from school or home. Each teacher has a school provided Chromebook. Teachers have been provided a document camera to connect to their Chromebook, a 24 inch monitor, an additional Chromebook, as well as sufficient internet access at school. The District also purchased the TpT school access license with unlimited access to digital lessons and activities that sync with Google Classroom.

The District uses Google Classroom, Google Meets, Google Drive, and many Google extensions which have been purchased for all staff to use.

The District has provided professional development in a variety of ways:

Online Task Force- staff who support teachers with Google platforms.

Stipend for Google Level 1 certification

Professional Development through San Benito High School District and the San Benito County Office of Education with additional extra hourly pay.
TpT overview training
i-Ready training
Footsteps 2 Brilliance
Class dojo

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Due to the changes with COVID- 19, the roles and responsibilities of staff have also changed to meet the needs of the students being served.

To begin the school year, teachers had to prepare learning bags with the necessary materials for learning at home: white board, workbooks, AVID binders, school supplies, reading materials.

The new responsibilities for Administration has included the following:

Meet with all school stakeholders to ensure disinfecting and social distancing are followed.

Communicate with all stakeholders on the distance learning platform.

Monitor staff on the protocols and social distancing required.

Purchase 360 Chromebooks.

Purchase hotspots.

Research and purchase curriculum to support online learning: Wordly Wise, Scope, Benchmark Advanced, Eureka math assessments.

Create videos to share with parents to support learning at home.

The new responsibilities for teachers with distance learning have included the following:

Learning new digital curriculum.

Learning an online platform.

Learning how to create Google Classroom and Google Sites.

Virtual engagement strategies.

Manipulating a document camera with virtual learning.

Contacting all families to build relationships and understand parent needs.

Posting assignments in Google Classroom.

Teaching students and parents how to learn via Google Meets/Zoom.

Teaching parents and students how to submit work through Google Classroom.

Communication of schedules and small groups.

The new responsibilities for office staff and classified personnel have included:

Fielding parent calls daily with technology questions.
Solving technology issues on the phone and in person.
Safety protocols when families enter the office.
Assessing English Learners with the ELPAC.
Creating spreadsheets for technology uploads.
Checking out Chromebooks and hotspots.
Teaching parents how to check Google Classroom and use email.

The new responsibilities for food service staff have included:
Preparing breakfast and lunch for delivery at 11:30 p.m.
Purchasing packaging to keep food warm or cold for off campus eating.

The new responsibilities for the custodial staff have included:
Disinfecting bathrooms and common use areas hourly.
Disinfecting classrooms and high touch areas.
Disinfecting outdoor common areas.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

During distance learning, students with unique needs will need additional resources.
irre EL level.
Parents of English Learners will need meetings and materials translated to provide support.

Foster Youth Students: Spring Grove School does not currently have a foster youth population, but will be prepared to provide additional after school tutoring and additional school supplies.

Low Income Students: Spring Grove will provide all low income students with math manipulatives, whiteboards and pens, school supplies, backpacks, after school tutoring, enrichment classes after school, and access to reading materials. Free meals are also provided for all low income students.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: Purchase 360 new Chromebooks for distribution to students to replace Chromebooks which are 5 years old.	136,000	Yes
Action 2: Purchase 120 hot spots to distribute to students for internet access due to lack of quality internet access in homes of low income students.	50,000	Yes
Action 3: The District is committed to providing the necessary online instructional academic tools to support students and learning loss: i-ready Reading and math, online Wordly Wise, Online Big Idea math access and support, Eureka Math online assessments, Google extensions for student engagement, Footsteps 2 Brilliance reading program, TpT school access digital lessons, Go Guardian, Super Science and Scholastic News- Scholastic, Teachers Curriculum Institute, IXL-reading and math.	25,810	Yes
Action 4: The District is committed to providing professional development to support teaching and learning for all staff and Induction training and support for new teachers.	34,368	Yes
Action 5: The District plans to meet the demands of teaching through distance learning with technology to support instruction with document cameras, Chromebooks, and monitors for teachers and instruction aides at school and home.	23,000	Yes
Action 6: The District will provide options for families who are not able to have their students on campus for the entire semester/year due to health concerns. The District will provide three certificated teachers for the long term independent study program. (ROAR teachers)	136,576	Yes
Action 7: The District needs to ensure that technology and library support is provided for students and staff in a timely manner. With the increasing demands and time sensitive matters with Chromebook devices, student connectivity, parent and staff support, the District will increase staffing to ensure distance learning is successful for all with a Technology/Library Specialist.	59,517	Yes

Description	Total Funds	Contributing
Action 8: The District needs to ensure that English Learners, Foster Youth, and Low Income students have the necessary manipulatives, white board, reading books, and novels to successfully learn at home and at school.	10,000	Yes
Action 9: The District will ensure that all children who are Low Income, English Learner, and Foster Youth have access to free meals Monday-Friday and will deliver meals to central locations within the school boundaries.	12,500	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

During COVID-19, beginning in March 2020 and continuing through the 2020-2021 school year, learning loss has occurred for students who were not engaged in learning in the spring, had parents/guardians who were unable to provide support and supervision from home, and for those who did not have the necessary materials and academic support. The priority will be given to students who display a learning loss from data gathered in i-ready (reading and math), ELPAC scores, CAASPP Assessments in April 2021, District writing assessments (Students who score a 1-2 out of 3-4), and BPST results reading assessments for TK-3rd grade.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The actions and strategies that will be provided based on the data above will include the following:

1. English Language Development support through small group instruction during the regular school day with the certificated teacher (all English Learners), additional small group intervention with an Intervention Support Specialist (English Learners who are at a level 1-2 on the 2019-2020 ELPAC), and after school tutoring (all English Learners).

2. Summer School with a focus on ELA and math during June/July 2020 and June/July 2021. Students who are English Learners, low-income, foster youth, homeless, and those with exceptional needs will have priority based on the data of their academic assessments.
3. Saturday School to reteach grade level standards. Students will be invited based on data from academic assessments.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

To ensure effectiveness of the actions and strategies offered, all students' will receive a pre and post assessment in ELA and math. The students growth will be measured and reported.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Action 1: To ensure pupil learning loss is addressed, a four week summer school will be offered to all TK-7th grade students based on their academic assessments. All English Learners who are at a level 1,2,3 on the ELPAC test will be invited. All low-income, foster youth, students with homelessness, and students with exceptional needs will have priority for summer school based on their academic assessments during the 2020-2021 school year.	18,176	Yes
Action 2: To address the learning loss during the school year, English Learners and low income students will be invited to participate in after school interventions virtually and on campus when available. Certificated teachers will provide the direct instruction to all students on grade level ELA, math, and ELD standards not yet mastered.	12,603	Yes
Action 3: To ensure students are receiving interventions during the school day, the District will create small groups of students who are English Learners and students who are not meeting grade level standards. The students will be provided reteaching of standards by an Intervention Support Specialist.	53,656	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Social and emotional well-being of all students is of great priority during distance learning and also when students return to on campus learning. The NCJUSD is currently working with CSU Monterey Bay and two psychology students. The students are working with the Special Education Department on observing classrooms and students. When the students return to school, they will provide a survey to TK-3rd grade parents and also to 4th-8th grade students. The survey will provide the School Psychologist and the CSUMB students with data to determine the social emotional needs of the students when they return to campus. All teachers received training on the plan at the staff meeting on August 10, 2020. The staff will receive additional training when students return. The San Benito County Office of Education will provide professional development to administration on how to meet the needs of students and staff who are in trauma due to the impact of COVID-19. The District will also receive support from the Behavioral Health Department of San Benito County. The District will continue the Assets Building Champion (ABC) program while on distance learning to support children. The District has created a social/emotional watch list. Staff are encouraged to note students who appear to have trauma on the screen. Administration will monitor the list and provide supports and resources to families. Staff will also be provided professional development to support staff and students both virtually and in the classroom.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pupil and family engagement is an ongoing process with teachers, instructional support specialists, classified staff and administration of the North County Joint Union School District. To begin the school year, all teachers conducted a virtual meeting or phone call with their families in their homeroom. Teachers asked each family three questions: What will you be using for internet during distance learning? Who will be with your child during distance learning? and What concerns do you have during distance learning? Each teacher created a Google sheet to record the answers and any other information that was shared by parents during the this outreach. This information has been shared with administration. For families who do not speak English, teachers had Spanish speaking staff translate during the call. In some cases, the teacher had to email parents due to situations out of their control (phone mailbox full, multiple attempts to contact parents.) All grade levels also hosted their Back to School Nights virtually with with powerpoints. The powerpoints were then posted on each grade levels Google Site on the District website for future reference.

When a student is absent for 3 class sessions, (attendance is taken at 8:15 a.m. and again at 12:30 pm each day) the teacher fills in the student's name, dates of absences, and notes from parent contact. If the reasons for the absences are able to be corrected immediately, the

teacher communicates with administration. Immediate corrections include hotspot issues, email, connectivity, or access to logging into Google Classroom, Google Meets, or ZOOM. If the students absences continue, then administration or the school office follow up. Administration will work with the parent and student to ensure reengagement occurs in a timely manner. Administration will also work to find ways to engage students asynchronously as well as synchronously. Administration monitors attendance weekly and works with families daily. Classified staff reach out to parents who do not speak English. In some cases, they are able to reengage students and parents with a phone conversation, but often it requires a parent/student visit to the office to provide assistance with technology and a review of the daily schedule to get students back in the classroom. These practices will continue throughout distance learning.

On a schoolwide level, videos are recorded and sent out through the school wide email system. Messages in the form of email, texts, and phone calls also go out weekly in English and Spanish. Administration will also work with parents at ELAC and PAC meetings throughout the year.

The certificated staff will meet with parents and students during conferences from September 28-October 1, 2020 and then again from March 1-4, 2021. Teachers will be able to work with parents on how to continue to engage students in distance learning and provide data on student mastery of grade level standards during these meetings.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The NCJUSD is currently providing two meals per day to all children under the age of 18 free of charge. Students sign up in their first class of the day during distance learning. All students have a lunch break between 11:30-12:30. Parents are able to drive thru and pick up a lunch and a breakfast. The District is monitoring the number of meals picked up daily. There are families who are not able to drive to the school to pick up the meals, therefore, the District will also notify families of three central spots for meal pick up. The District may need to make a contribution to the food services program to cover the cost of a food service employee during COVID-19.

When students return to on campus learning, meals will be provided in the following manner:
AM students will receive a healthy snack in the morning and a lunch to take home and eat.
PM students will receive a lunch when they arrive for learning at 12:00 and a healthy snack for after school.

A breakfast/lunch menu is posted at the beginning of each month and is also sent out to all families. The lunch is announced each morning during announcements.

It is a priority of the District to provide meals to all families.

During the school closure from March 16th-June 3rd and during Summer School from June 7th-July 3rd, a breakfast and lunch were provided to all children under the age of 18 at no cost to any student.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Action 1: To ensure that all students are receiving an engaging and rigorous curriculum with strategies to assist with Writing, Inquiry, Reading, Collaboration, and Organization, the District is an AVID school and is provided materials, strategies, professional development, and classes to support students as they move towards college and career.	36,100	Yes
Distance Learning Program (Pupil Participation and Progress)	Action 2: To provide a comprehensive, multisensory approach to phonics and reading, the District has provided Orton Gillingham training for staff to ensure that all primary staff are certified. These strategies support English Learners and students with exceptional needs as well as all students in their quest to become readers by the 3rd grade.	3,825	Yes
Distance Learning Program (Access to Devices and Connectivity)	Action 3: With the increased need for bandwidth and tech support, the District contracts with the San Benito County Office of Education. The IT department supports the Chromebook repairs, bandwidth issues, and purchasing of devices to support all students and staff.	15,000	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Action 4: The District believes that students benefit from enrichment classes that support the arts, sciences, and activities that are not available during the regular school day. These classes provide opportunities to low-income students that may not be available otherwise.	4,919	Yes
Mental Health and Social and Emotional Well-Being	Action 5: To promote healthy lifestyles and positive role models, the District partners with Girls Inc. for mother/guardian/daughter classes. These classes also support a positive social/emotional development.	7,000	Yes
Distance Learning Program	Action 6: To support students who are above grade level in the 8th grade and to open opportunities in the future, the District offers a full year geometry class outside of the regular school day. All 8th graders enrolled in Algebra are eligible to participate in the geometry class and receive credit.	9,700	Yes
Pupil Engagement and Outreach	Action 7: To ensure that parents have the tools and resources to support their children academically and socially, the District provides parent education in technology, social media, reading and math, as well as technology. Spanish translation is also provided to support English Learner parents during the year.	6,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.16%	498,168

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The North County School District is a small district with approximately 15% of its student population English Learners, 46% low-income students and currently zero foster youth. The actions included in the Learning Continuity and Attendance Plan are primarily with the focus first on English Learners and low-income students. The reason for the focus is based on parent surveys, attendance during the school closure in the spring, lack of summative ELPAC assessments in 2019-2020, and additional supports the students need. The goal is to ensure that these students are able to make up for the learning loss experienced in March -June 2020. The actions added that will first focus on English Learners and low-income students include extended day intervention in ELA, ELD, and math, summer school in 2020 and 2021, additional interventions during the school day, materials and supplies to be used at home for distance learning, free meals daily, hotspots to ensure connectivity to synchronous learning, Chromebooks to be used at home, and support for parents through trainings and Spanish translation. The data that will be gathered and reviewed from District wide assessments and grade level assessments to the CAASPP assessments and ELPAC will show that the actions provided are meeting the needs of English Learners and low-income students. Due to the North County Joint Union School District being a small one school district, there are many actions that are being provided that support meeting the needs of all students. These include additional staffing, PPE and disinfecting materials so all students may return to campus when safe, AVID training, staff professional development, ROAR teachers to support families who need to remain in distance learning beyond the time when school opens for on campus learning, Girls Inc, enrichment classes, mental health support, and online curriculum.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

A majority of the actions and services included in the Learning Continuity and Attendance Plan for the 2020-2021 have been developed to first support English Learners, foster youth and the low-income students of the North County Joint Union School District. These students will have priority over all additional academic programs to support them with closing the achievement gap over the past year. The funds identified are designated for these student populations. In the past, most services are available to all students based on academic data. In the current plan, student groups are identified as receiving the services as a priority.

